

**COURSE OUTLINE: BM2502 Market Intelligence**

<b>Academic Year</b>	2022/23	<b>Semester</b>	2
<b>Course Coordinator</b>	Lim, Boon Chong (Dr.)		
<b>Course Code</b>	BM2502		
<b>Course Title</b>	Market Intelligence		
<b>Pre-requisites</b>	AB1501, AB1202		
<b>No of AUs</b>	4		
<b>Contact Hours</b>	3 hrs x 13 weeks = 39 hrs		

**A) Course Aims**

This course aims to develop students' basic skills in conducting and evaluating marketing research projects. It is primarily designed for those who intend to pursue a career in marketing research and for those who will rely on marketing research information for decision making. The main emphasis is on problem formulation, research design, methods of data collection, and data analysis.

**B) Intended Learning Outcomes (ILO)/Objectives**

By the end of this course, you should be able to:

The overall objective of this course is to build your knowledge base in market intelligence. Specifically, this course will provide you with the skills and knowledge to:

- ILO1: Identify research problems and formulate marketing research objectives/questions
- ILO2: Develop and evaluate the appropriateness of alternative research designs
- ILO3: Apply the techniques/skills of different methods of data collection
- ILO4: Analyse simple research data to offer insightful information for decision-making

**C) Course Content**

Marketing Research (Qualitative and Quantitative), Data Analysis.

**D) Assessment (includes both continuous and summative assessment)**

<b>Component</b>	<b>ILO Tested</b>	<b>NBS Learning Goal (Refer to Annex E for list)</b>	<b>Weighting</b>	<b>Team/Individual</b>	<b>Assessment Rubrics (Annex A)</b>
1. Class participation	ILO1-4	Class Participation	15 %	Individual	Class Participation Rubric
2. Team Research Project Part I (Research Design)	ILO1-3	Critical Thinking	15 %	Team	Critical Thinking Rubric
3. Team Research Project Part II (Final Presentation on Research Project)	ILO3-ILO4	Problem solving and decision making, Oral Communication	40 %	Team (25 %)  Individual Oral Presentation (15%)	Problem Solving & Decision-Making Rubric  Oral Communication Rubric

4. Store Observation	ILO1-3	Problem solving and decision making	15 %	Individual	Problem Solving & Decision-Making Rubric
5. Self-Reflection	ILO3-4	Critical Thinking	15 %	Individual	Critical Thinking Rubric
Total			100%		

### **Team Research Project (Part I and II)**

It will be a project on conducting marketing research to inform a company how to solve a marketing problem. More details on the project will be given at the start of each semester. There are two parts to this project.

As the team project (Part I and II) are based on a team effort, all members of your team will get the same marks for the content of these two parts. You should bring any concerns about any of the team member(s) (e.g., lack of effort) to the attention of your respective tutor during the preparation period, so these concerns can be addressed. Peer evaluation will be conducted for both team projects via Eureka. See Annex A for the relevant rubric for peer evaluation.

If any team member scores an **overall average rating of 5 and below (i.e., the mean of the average ratings from all other team members)**, your instructor will engage directly all the team members about the issue(s) at hand. If your instructor deems that a team member has not contributed sufficiently after looking into the matter, a penalty will be dealt to the offending team member. **The course coordinator will also be consulted** on this matter before any penalty is finalised. This process is to ensure that no student is unfairly accused of not contributing to the team projects without clear supporting evidence.

Moreover, the peer evaluation results for both parts of the project will be released to your peers to give them quantitative feedback and qualitative feedback (i.e., what they have done well, what can be improved upon). Teamwork is essential skill set for students to learn.

Please make sure that you keep any negative comments civil. Even though you should raise any concerns that you might have about your team members, that does not mean you can use inappropriate language and be offensive in general.

#### **Individual Assignments:**

**Store-observation:** This assignment will enable you to practice and apply the qualitative research methods we learned in class and use those to solve marketing problems.

**Self-Reflection Essay:** This assignment will enable you to integrate the different research techniques seen in class and compare those in the context of your experience as a student, consumer, and employee. I expect you to critically reflect on the benefits and limitations of these techniques regarding your research.

### **E) Formative feedback**

The seminar classes are designed for you to raise issues and voice your points of view. During some of the class sessions, you will have the opportunity to work on a problem with the guidance of your instructors. The instructor will provide feedback directly during such class and in-class team discussion. The instructors will also give quantitative and qualitative feedback for the assignments that are due throughout the entire semester. You will also be given feedback on your participation during the middle of the semester after the break.

The feedback from Part I of the team research project and the ungraded submission for the data collection plan and data collection instruments will also help guide you for the final project (Part 2) presentation as a team. The peer evaluation from Part 1 of the team research project (to be released after Part 1) also will give you some indication how well you have been performing in your team and how you can improve on your teamwork the rest of the semester.

<b>F) Learning and Teaching approach</b>	
<b>Approach</b>	<b>How does this approach support you in achieving the learning outcomes?</b>
Seminars	This allows the instructor to get the concepts clearly through the entire class by involving you for your understanding. The seminar session allows you to think critically and share your ideas with peers in class.
Individual Assignments and Group Projects I and II	These team project and individual assignments will provide the opportunities for you to apply what you learn in class (e.g., concepts and tools) to solve relevant problems in real marketplace. This whole process also allows you to think critically, train your skills in problem solving and decision-making.
<b>G) Reading and References</b>	
Malhotra, Naresh K. (2019), Marketing Research: An Applied Orientation (Global Edition). 7th Edition, Pearson.	
<b>H) Course Policies and Student Responsibilities</b>	
<p>(1) General</p> <p>You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You will be penalised for late submissions of assignments. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar class sessions you have missed. You are expected to participate in all seminar discussions and activities.</p> <p>(2) Absenteeism</p> <p>Absence from your seminar class without a valid reason will affect your overall participation score. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a seminar class, you must inform the course instructor via email prior to the start of the class.</p>	
<b>I) Academic Integrity</b>	
<p>Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.</p> <p>As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the <a href="#">academic integrity website</a> for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.</p>	

<b>J) Course Instructors</b>				
<b>Instructor</b>	<b>Office Location</b>	<b>Phone</b>	<b>Email</b>	<b>Consultation Hours</b>
Lim, Boon Chong (Dr.)	S3-B2B-55	6790-5710	boonchong@ntu.edu.sg	By appointment
<b>K) Planned Weekly Schedule</b>				
<b>Week</b>	<b>Topic</b>	<b>ILO</b>	<b>Readings/ Activities</b>	
1	Introduction and Subject Overview	1	Chapters 1 and 2	
2	Research Design	2	Chapters 3	
3	Exploratory Research Design (Part 1)	2, 3	Chapter 2, 3, 4 and 5  <b>Company Project Launch (TBC)</b>	
4	Exploratory Research Design (Part 2)  Descriptive Research Design (Part 1)	2, 3	Chapter 2, 3, 4 and 5  Chapter 3 and 6	
5	Descriptive Research Design (Part 2)  Causal Research Design	2, 3	Chapter 3 and 6  Chapter 3 and 7	
6	Sampling: Design and Procedures	2, 3	Chapters 11 and 12	
7	Measurement and Scaling  Questionnaire Design (Part 1)	3	Chapter 8 and 9  Chapter 10  <b>Submission of Team Research Project Part 1 (Graded)</b>	
<b>Recess Week</b>				
8	Review for Team Research Project Part 1  Questionnaire Design (Part 2)  Fieldwork, Data Preparation, Data Analysis, and Report Preparation and Presentation (Part 1)	1, 2, 3	Arrange for Review with Instructor for Your Team in the Recess Week and this Week  Chapters 10  Chapters 13, 14, and 23	
9	Working on Instruments for Data Collection (Team)	3	<b>Submission of Store Observation (Graded)</b>  <b>Submission of Instruments for Data Collection by end of Week 09 (Ungraded)</b>	
10	Review of Instruments for Data Collection	4	Arrange for Review with Instructor for Your Team	
11	Fieldwork, Data Preparation, Data Analysis, and Report Preparation and Presentation (Part 2)	3, 4	Chapters 13, 14, and 23	
12	Data Collection and Analysis	3, 4	Collect Data and Complete Analysis	
13	Final Presentations	1, 2, 3, 4	<b>Submission of Final Presentation Report for Team Project Part II. (Graded)</b> <b>Oral Presentation to be Done by Every Member of Your Team. (Graded)</b>  <b>Submission of Self Reflection Essay (Graded)</b>	

**ANNEX A: ASSESSMENT CRITERIA FOR CLASS PARTICIPATION**

Traits	Performance									
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9 <u>10</u> Substantially Developed									
<b>Engagement</b>	Hardly focuses in class (e.g. using mobile phone, unnecessary chatting)			Occasionally engages in distracting activities (e.g. using mobile phone, unnecessary chatting) in class.				Engages fully in class		
<b>Contribution frequency &amp; quality</b>	Does not speak up/contribute in class			Occasionally speaks up/contributes in class				Speaks up/contributes in classes in a constructive manner		

**ANNEX A: ASSESSMENT CRITERIA FOR CRITICAL THINKING**

Traits	Performance	
Identifies and summarizes the issue at hand	<b>Not Yet</b> Does not identify and summarize the issue, is confused or represents the issue inaccurately.	<b>Substantially Developed</b> Identifies the main issue and its implicit aspects, addresses their relationships to each other and recognizes nuances of the issue.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
Identifies and considers other perspectives that are important to the analysis of the issue	<b>Not Yet</b> Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue. Fails to identify or hastily dismisses strong, relevant counter-arguments.	<b>Substantially Developed</b> Addresses perspectives noted previously, and additional diverse perspectives drawn from outside information. Identifies the salient arguments (reasons and claims) pro and con.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue	<b>Not Yet</b> Merely repeats information provided, taking it as truth, or denies evidence without adequate justification. Confuses associations and correlations with cause and effect.	<b>Substantially Developed</b> Examines the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect and addresses existing or potential consequences.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
Identifies and considers key assumptions and the influence of the context on the issue	<b>Not Yet</b> Does not surface the assumptions of the author and does not examine the contexts, e.g., cultural, and political.	<b>Substantially Developed</b> Identifies and questions the validity of the assumptions and analyses the issue with a clear sense of scope and context.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
Identifies and assesses conclusions, implications, and consequences	<b>Not Yet</b> Fails to identify conclusions, implications, and consequences of the issue or the key relationships among the various elements such as context, evidence or assumptions. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.	<b>Substantially Developed</b> Identifies and discusses conclusions, implications, and consequences, considering context, assumptions, data, and evidence. Objectively reflects upon own assertions. Draws warranted, judicious, non-fallacious conclusions.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	

**ANNEX A: ASSESSMENT CRITERIA FOR ORAL COMMUNICATION**

Traits		Performance									
		Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed									
		<b>Not Yet</b>					<b>Substantially Developed</b>				
<b>Communication Outcome</b>	<ul style="list-style-type: none"> <li>Has a clear message for audience</li> <li>Maximizes likelihood of audience accepting the message</li> </ul>	Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure of the direction of the message.					Central message is precisely stated; main points are clearly identified.				
<b>Situational Factors</b>	<ul style="list-style-type: none"> <li>Addresses audience needs</li> <li>Builds rapport with audience</li> </ul>	Topic is irrelevant to audience needs and interest. No attempt made to connect topic to audience needs.					Connection of topic to audience needs and interest is stated with sophistication. Identifies and expresses a deep understanding of the target audience.				
<b>Design Factors</b>	<u><b>Content</b></u> <ul style="list-style-type: none"> <li>Presents relevant information</li> <li>Supports main points with strong evidence</li> </ul>	Content is erroneous or irrelevant; references and supporting materials are absent. Lacks of depth in content and little insights are exhibited. Presentation falls outside set time parameters.					Content is accurate, thorough, and directly on point; strong support and references are provided. Exhibits depth and insight in content. Effective use of time and stays within time parameters.				
	<u><b>Structure</b></u> <ul style="list-style-type: none"> <li>Organizes content coherently</li> <li>Signals transitions between points</li> </ul>	Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable.					Organizational pattern is clearly and consistently observable and makes the content of the presentation cohesive.				
	<u><b>Verbal</b></u> <ul style="list-style-type: none"> <li>Speaks at appropriate speed and volume</li> <li>Uses correct grammar and pronunciation</li> </ul>	Grammar, pronunciation and word choice are deficient. Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression.					Free of errors in grammar and pronunciation; good choices of word enhance clarity of expression. Vocal delivery is varied and dynamic. Speech rate, volume, and tone facilitate audience comprehension. Minimal gap fillers.				
	<u><b>Non-Verbal</b></u> <ul style="list-style-type: none"> <li>Establishes eye contact</li> <li>Uses gestures and movement to convey energy and confidence</li> </ul>	Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting.					Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.				

**ANNEX A: ASSESSMENT CRITERIA FOR PROBLEM SOLVING AND DECISION MAKING**

Traits	Performance									
<b>Define the Problem</b>	<b>Not Yet</b> Does not identify the problem clearly; demonstrates limited understanding.	<b>Substantially Developed</b> Identifies the problem clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									
<b>Devise Strategies to Solve the Problem</b>	<b>Not Yet</b> Selects a strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation.	<b>Substantially Developed</b> Identifies multiple strategies for solving the problem that apply within a specific context; demonstrates the ability to invert a process to form a plan and clearly articulates his/her decision-making process; identifies alternatives that reflect an in depth understanding of the situation.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									
<b>Assess implementation feasibility</b>	<b>Not Yet</b> Does not examine how well the stakeholders/ beneficiaries are involved and not able to identify areas of risk and possible side-effects. Does not specify how the implementation will be monitored and controlled. No indicators or instruments to review or analyse the success of the action.	<b>Substantially Developed</b> Clearly assess how well the stakeholders/ beneficiaries are involved; considers areas of risk and provides insights in addressing possible side-effects. Able to state how the implementation will be monitored effectively; identifies the stages at which progress should be measured and specify what results are expected to have been achieved at these stages.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									
<b>Evaluate Outcomes</b>	<b>Not Yet</b> Reviews results superficially in terms of the problem defined with no consideration of need for further work.	<b>Substantially Developed</b> Reviews results relative to the problem defined with thorough, specific considerations of need for further work.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									



**ANNEX A: ASSESSMENT CRITERIA FOR TEAMWORK & INTERPERSONAL SKILLS (FOR PEER RATING)**

Traits	Performance	
<b>Roles and Responsibility</b> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.	<b>Not Yet</b> Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.	<b>Substantially Developed</b> Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Communication</b> Identifies appropriate mechanisms to coordinate and correspond with team members.	<b>Not Yet</b> Modes of communication are not appropriate, causing confusion and miscommunication among team members.	<b>Substantially Developed</b> Modes of communication are appropriate and maintains timely communication and correspondence with team members.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Conflict Resolution</b> Resolves conflicts using a variety of approaches.	<b>Not Yet</b> Does not recognize conflicts or is unwilling to resolve conflicts.	<b>Substantially Developed</b> Consistently resolves conflicts through facilitating open discussion and compromise.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Contributions</b> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.	<b>Not Yet</b> Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.	<b>Substantially Developed</b> Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Relationship</b> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.	<b>Not Yet</b> Rarely listens to others and does not acknowledge the opinions that differ from his/her own.	<b>Substantially Developed</b> Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	